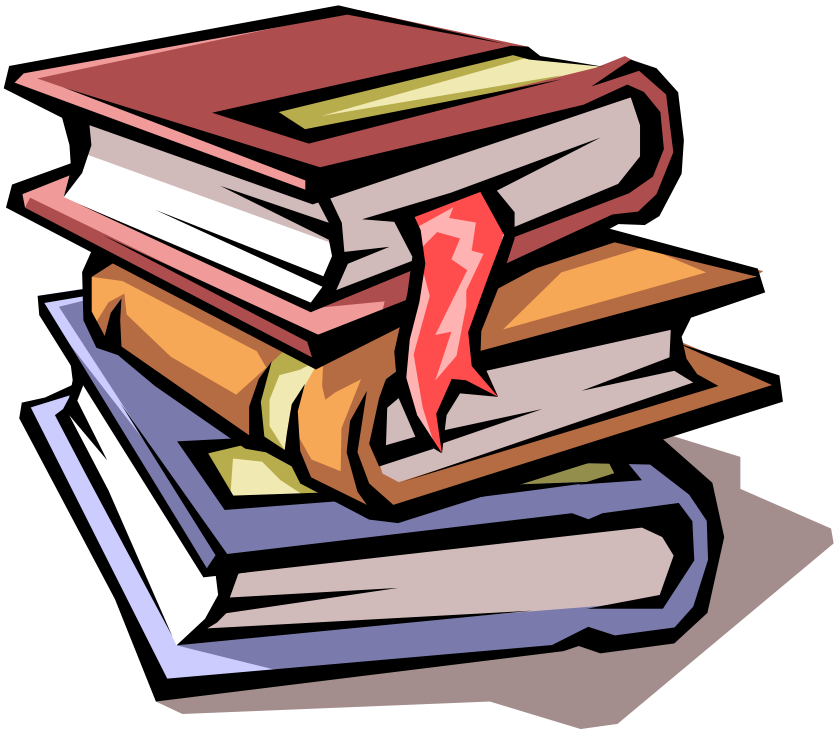
Literacy Coordinator's Handbook



Department of Elementary and Secondary Education
Adult Education and Literacy Section
P.O. Box 480
Jefferson City, MO 65102
573-751-1249

Table of Contents

What is the Supplemental Literacy Program?	2
Supplemental Literacy Definitions and Terms	2
An Overview of the Literacy Coordinator	4
The Literacy Coordinator Job Description *	5
Supplemental Literacy Certificates	6
Literacy Coordinator Certificates	6
Volunteer Tutor Training – Goals and Objectives **	7
Volunteer Tutor Training – Introductory Module	7
Volunteer Tutor Training – Reading Module	8
Volunteer Tutor Training – Mathematics (Numeracy) Module	9
Volunteer Tutor Training – ESL Module	9
Literacy Coordinator Training Module	10
Volunteer Tutor Training Sign-in Form	11
Request for Tutor Certificate and/or Tutor ID Number	12
Literacy Coordinator Certificate Application Form	13
Volunteer Tutor Training Certificate Application Form	14
Application for Master Volunteer Tutor Training Certificate	15
Bibliography/Resources	16

* A job description for Literacy Volunteer Tutors is not included in this document because volunteers' duties may vary from one Adult Education and Literacy program to another. Each program should document and maintain its own Volunteer Tutor job description.

** Four textbook (resources) are recommended for Literacy Coordinators and Volunteer Tutor training (see Bibliography/Resources)

WHAT IS THE SUPPLEMENTAL LITERACY PROGRAM?

The Supplemental Literacy Program was developed to support the need for trained volunteers to serve as tutors for Missouri Adult and Education and Literacy (AEL) participants whose basic literacy skills (Reading, Mathematics, Writing, and English language skills) are at the lowest Educational Functioning Levels. Generally, AEL participants' whose first language is English, and whose skills in the above subject areas are at or below grade equivalent 5.9, are considered "Literacy Students" in Missouri Adult Education and Literacy class sites. Immigrants whose basic literacy skills in the above subject areas are at Educational Functioning Level 4 or lower (CASAS 220 or lower) are considered "Literacy Students." Supplemental Literacy Funding was established to financially support programs that develop and maintain a cadre of trained volunteers and a Literacy Coordinator.

The Supplemental Literacy Program (described in this manual) includes rules and guidelines for training volunteer tutors, volunteer tutor activities in AEL class sites, Literacy Coordinator activities, and Supplemental Literacy funding.

SUPPLEMENTAL LITERACY DEFINITIONS AND TERMS

Literacy Coordinator – The Literacy Coordinator trains volunteers. He/she manages volunteer activities, matches volunteers and literacy students. The Coordinator also networks with community-based literacy organizations. To receive Supplementary Literacy Funds, an AEL program must employ a trained Literacy Coordinator (see Literacy Coordinator Job Description below) or the program may utilize a trained Literacy Coordinator who is employed by a local Literacy Council.

Volunteer Tutors – Tutors are unpaid volunteers who have received training which has been approved by the Department of Elementary and Secondary Adult Education and Literacy office. (see Missouri AEL Volunteer Tutor Training Modules, below).

Tutor ID Number – When tutors have completed training, the Missouri Adult Education and Literacy Section of the Department of Elementary and Secondary Education will assign a Tutor Id Number and issue a certificate. Supplemental Literacy Funds are paid to programs who have documented volunteer hours generated by a certified tutor.

Volunteer Literacy Hours – One documented volunteer hour is accomplished by a certified, trained, tutor who has been assigned a Tutor ID Number, meeting one-on-one or with a group of Literacy Students in an approved AEL class site or approved Public Library site, during approved class hours, and under the supervision of an AEL-certified teacher**. If a volunteer is conducting a group activity, only one volunteer hour may be recorded for each hour of that group activity.** *This definition includes only those volunteer activities with Adult Education and Literacy (AEL) students whose Tests of Adult Basic Education (TABE) Mathematics, Reading, or Language pretest scores are below Grade Equivalent 6.0, or ESL students whose Comprehensive Adult Student Assessment System (CASAS) Reading, Listening, Writing, Speaking, or Mathematics pretest Scale Scores are below 221.*

Approved Locations for tutor activities – Supplemental Literacy Funds will be paid to approved AEL class sites or public library sites for time officially documented on the "Class Schedule Form". Both volunteers and Literacy Students must sign the official sign-in forms. Forms without the required signatures will not be accepted for payment.

Reporting Volunteer Tutor Hours – All approved Adult Education and Literacy programs who receive Supplemental Literacy Funds will submit to the Adult Education and Literacy office, the total Volunteer Tutor Hours accumulated under each certified tutor's name. The program must maintain a spreadsheet during the Fiscal Year in such a manner that Volunteer Tutor Hours can be tracked to class site sign-in sheets used by Literacy students and volunteer tutors.

At present those programs that have a Supplemental Literacy program should use the Annual Report Form for Total Volunteer Hours and Literacy Hour Reimbursement when requesting reimbursement and the end of the fiscal year. The form is located on the DESE web site.

In the future those Volunteer Literacy programs who have access to ACES may be assigned code numbers to designate the different Volunteer Literacy class sites and the Volunteer Tutor hours generated will be recorded in the ACES system.

Volunteer Literacy Organizations (Literacy Councils) – Such local organizations are considered community-based organizations (CBOs) not financially supported by public funds that conduct volunteer-tutor activities for: adults who cannot read, beginning readers, or immigrants who need to acquire English language skills.

Supplemental Literacy Funding Allocation – Supplemental Literacy funding is based on the previous year's documented, reported, and audited AEL Volunteer Tutor Hours. A newly established Supplemental Literacy program may qualify for "start up" reimbursement providing they generate 200 or more tutor hours the first year. (See chart below for calculating the amount of reimbursement a program might receive.)

Note: Hours acquired by a Literacy Council may be reimbursed by the AEL Program from their allocation at a rate to be agreed upon by the program and the Literacy Council involved.

Tutor Hours Accumulated	Amount of Allocation
Start Up (at least 200 hours)	$ 2000.00
200-500	2000.00
501-1,000	4,000.00
1,001-1,500	7,500.00
1,501-2,000	10,000.00
2,001-4,000	15,000.00
4,001-6,000	25,000.00
6,001-8,000	30,000.00
8,001-10,000	40,000.00
10,001-20,000	50,000.00
20,001 or more	60,000.00

AN OVERVIEW OF THE LITERACY COORDINATOR

The Literacy Coordinator plays a vital role in an effective Adult Education and Literacy program. The overall focus of the Literacy Coordinator is coordination of activities to assist those adults who lack sufficient academic/social skills to function in communities as employees, parents, and citizens (hereafter referred to as literacy students). Experience indicates that successful Literacy Coordinators display the following characteristics:

1. A strong desire to help others achieve success
2. A strong respect for volunteers
3. A strong "spirit of volunteerism"
4. The ability to work effectively with other people. Forming collaborative alliances, partnerships and networking are vital aspects of the Literacy Coordinator's job

The Literacy Coordinator's job consists of many tasks and activities that can be placed under three umbrellas:

1. Coordinating the activities of volunteers and literacy students in the Adult Education and Literacy Program.

    a. Recruiting trained volunteers to serve as tutors for literacy students, or to perform other volunteer services as required by the program
    b. Recruiting *and training* volunteers to serve as tutors for literacy students, or to perform other volunteer services as required by the program
    c. Matching tutors with literacy students
    d. Monitoring the progress of tutors/literacy students
    e. Transitioning literacy students to the regular Adult Education and Literacy classroom where applicable

2. The Literacy Coordinator is charged with the responsibility of establishing and/or maintaining effective relationships with local volunteer literacy organizations that serve adults. This task may mean forming, or supporting the formation of, a volunteer literacy organization.

3. The Literacy Coordinator is charged with the responsibility of developing and implementing a community literacy awareness program.

Literacy Coordinator Qualifications – A Literacy Coordinator must have completed basic Volunteer Tutor training, but need not possess a four-year degree or AEL teacher certification. It is suggested but not mandatory the Literacy Coordinator attends the AEL workshop or an in-service training. A Literacy Coordinator may be an AEL-Certified teacher, but may not be paid for simultaneous AEL teacher activities and Literacy Coordinator activities.

LITERACY COORDINATOR JOB DESCRIPTION

Note: Literacy Coordinators may develop their own training manual following the guidelines presented in this handbook.

The Literacy Coordinator may:

- Collaborate with the local AEL program director and teachers to evaluate, select, and maintain an appropriate inventory of up-to-date textbooks, software, and other learning materials for non-reader and low-level readers at all sites.
- Assists the local AEL program director and teachers in recruiting adult Literacy Students.
- Interview, screen, and orient prospective Literacy Students (may administer assessments if qualified).
- Recruit, interview, screen, orient, and train volunteer tutors.
- Help Literacy Students establish realistic goals.
- Match volunteer tutors with Literacy Students.
- Select or assist in the selection and acquisition of teaching aids and student supplies which are appropriate for the Literacy student's needs.
- Help teachers and students in making student study assignments.
- Help Literacy Students develop "interest" and "everyday life" issue lists if appropriate.
- Remain ready to refer Literacy Students to appropriate Social Service for "everyday life" issues and other special needs.
- May assume a supportive and mentoring role in students' study activities.
- Monitor and/or assist in the evaluation of a Literacy Student's progress.
- Maintain student records as required.
- Monitor and evaluate effectiveness of the volunteer tutor and Literacy Student match.
- Transition, or assist in the transition of, Literacy Students to the regular AEL classroom.
- Collaborate with local Literacy Councils (may be active in, or help form, a local Literacy Council).
- Develop and maintain a local community literacy awareness program.
- Complete all required forms and documentation as necessary.
- Develop and implement a process of activities to recognize achievements of volunteer tutors and Literacy Students.
- Will attend all required Literacy Training activities sponsored or conducted by the Missouri AEL state office.

SUPPLEMENTAL LITERACY CERTIFICATES

Supplemental Literacy has four (4) certificates, which are issued by the Department of Elementary and Secondary Education. Upon completion of the requirements for any one of these certificates, the appropriate application for the certification should be filled out and sent to the Department. The Department will log the person's name and issue a certificate along with an identification number to the respective individual.

The name of the certificate and requirements for obtaining such is as follows:

1. Volunteer Tutor Certificate

A Volunteer Tutor Certificate will be issued and a number assigned after completion of the Volunteer Tutor Introductory Training Module plus one or more of the following modules:

- Volunteer Tutor Reading Training Module
- Volunteer Tutor Mathematics (Numeracy) Training Module
- Volunteer Tutor ESL Training Module

2. Literacy Coordinator Certificate

This certificate will be awarded when a Literacy Coordinator completes the required training in each of the areas listed below:

- Volunteer Tutor Introductory Training Module
- Volunteer Tutor Reading Training Module
- Volunteer Tutor Mathematics Training Module
- Volunteer Tutor ESL Training Module

3. Volunteer Tutor Trainer Certificate

After completing the Introductory, Reading, Math and ESL Training Modules and conducting three (3) Volunteer Tutor Trainings independently or with the assistance of a Master Volunteer Tutor Trainer the Literacy Coordinator is eligible for a Volunteer Tutor Trainer Certificate.

4. Master Volunteer Tutor Trainer Certificate

After completing requirements for the Volunteer Tutor Trainer Certificate and conducting seven (7) Volunteer Tutor Trainings as a lead trainer, the person is eligible for a Master Volunteer Tutor Trainer certificate.

VOLUNTEER TUTOR TRAINING

Goals and Objectives

Training Goal

Volunteer Tutor Training is conducted to prepare volunteer tutors for assisting and guiding Missouri AEL Literacy Students one-on-one in the Adult Education and Literacy classroom or Public Library site.

Training Objectives

Each volunteer tutor trainee will:

- Understand and adhere to Missouri Adult Education and Literacy goals and policies related to Supplemental Literacy activities and funding.
- Understand and adhere to goals and policies of the local AEL program.
- Understand and demonstrate records keeping responsibilities.
- Understand and identify three characteristics of adult literacy students.
- Understand and describe the "whole language" approach to facilitate adult learning.
- Understand and describe the "experience-based learning" approach to facilitate adult learning.
- Understand and describe the phonics-based approach to English language acquisition.
- Demonstrate the use of appropriate adult curricular materials.
- Demonstrate at least one tutor/student one-to-one reading, language, and/or math teaching/learning strategies for adult Literacy Students.
- Understand and describe strategies for collaborating with AEL class site teachers.
- Understand and briefly describe two basic skills assessment methodologies for new readers.

VOLUNTEER TUTOR TRAINING

Introductory Module – (2-4 hours suggested)

- Sign-in, Introductions, Ice-Breaker activities
- Missouri Adult Education and Literacy – an Overview
- Local AEL program policies and procedures
- Literacy, Functional illiteracy, statistics
- Volunteer Tutor Job Description
- Literacy skills assessment – An overview
- Required reports, paperwork
- Literacy Hotline – 800-521-7323
- Characteristics of Adult learners (Literacy students)
- Characteristics of a Volunteer Literacy Tutor
  - Pleasant personality, understanding
  - Enjoys working with people

Teachable, flexible
Organized
Good communicator, good listener

- Cultural awareness, sensitivity issues
- Learning styles, differences
- Confidentiality
- Evaluating students' skills
- Role Playing
- Review, questions, training evaluation forms

VOLUNTEER TUTOR TRAINING

Reading Module – (4 hours suggested)

(May be adapted for ESL instruction)

- Sign-in and Introductions
- Reading for comprehension – What takes place in the process?
- Sight words – Purpose, how to use. (Lists, flash cards, videos)
- Phonics, Word Families
- Sounds, alphabet letters
- Short and long vowels
- Other vowel sounds and consonants
- Sounds and spelling, spelling patterns
- Reading for Comprehension, critical thinking
  - The main idea, purpose, viewpoint, topic
  - Context, details, filling the blanks
  - Links between words or groups of words
  - Motives and attitudes of writers
  - Emotional language, opinions, facts, parody, paraphrases
  - Cause and effect, comparison and contrast, sequences
  - Figurative language, idioms
- Understanding maps, charts, tables, and schedules
- Grammar and Structural Language
  - Sentences – Putting words together to communicate
  - Expressing a complete thought or idea
  - Functions of words, capitalization
  - Sentence structure, punctuation
  - Types of sentences
- Writing as a learning tool
  - Linking sentences
  - The language experience
  - Journal writing
  - Topical writing
  - Letter writing, persuasive writing, writing to inform
- Evaluating student Progress
- Review, Questions, Evaluations
- Guided Reading, Leveled Texts, Fluency, Rate, Authentic Texts, etc.

VOLUNTEER TUTOR TRAINING

Mathematics (Numeracy) Module – (3 hours suggested)

- Sign-in and Introductions
- The concept of numbers
  - Integers, whole numbers
  - Positive and negative numbers
  - Fractions, decimals, and percents
- Computations
  - Addition, subtraction
  - Multiplication, division
  - Using manipulatives
- Measurements and weights
  - Length, width, height, weight
  - Area, volume
- Applications, problem solving
  - Word problems, lines, angles, figures
  - Consumer math (shopping, advertisements)
  - Your checkbook, reading bills, statements
  - At work
- Evaluating Student Progress
- Review, Questions, Evaluations

VOLUNTEER TUTOR TRAINING

ESL Module – (3 hours suggested)

- Sign-in and Introductions, Ice Breaker
- Cultural Awareness
  - Sensitivity Exercise
  - Some Customs of other nations
  - Connotations of words and gestures (U.S. and other nations)
- Listening for Understanding
  - Why are listening skills important
  - Asking key questions
  - Understanding body language and facial expressions
  - Feedback for clarity
- Organization of Instruction or Activities
  - The value of reinforcement
  - The value of repetition
  - The volunteer and student as a team
  - Putting it all together, progression
- Speaking and Reading Skills
  - Alphabet, Basic sounds
  - Vowels, Consonants
  - Breaking down the words

Sight words, idioms
Pronunciation, sounding the words, articulation
Reading cadence, reading groups of words, reading the sentence
Reading aloud, silent reading, repetition
Modeling reading

- Basic Writing Skills
  Types of words (purpose)
  Writing the alphabet
  Penmanship
  Basic Sentence structure
  Putting sentences together
  Central ideas, themes
- Teaching Aids, Textbooks, Etc.

LITERACY COORDINATOR TRAINING MODULE

- Introductions, Getting Acquainted
- Survey of needs and "must answer" questions
- Preview of training, expectations
- Planning a Volunteer Tutor training
- Selecting an appropriate location for training
- Selecting appropriate training methodologies
- Selection and organization of training materials
  Publishers, Published materials and textbooks
  Handouts – Printed materials, electronic media
  Transparencies, Power Point presentations
  Videos, etc.
- Planning the timing and the flow of training segments or "topical blocks"
- Introduction of topics, summarization, "check-up" evaluation
- Involving the participants in the training
- Effective role-playing techniques
- Team-teaching techniques
- Review, questions, and Wrap-up
- Evaluation Form

MISSOURI ADULT EDUCATION AND LITERACY

Volunteer Tutor Training Sign-in Form

Program Name:				
Workshop Location:				
Date:				
Trainer(s):				
Training Session (Check all which apply)				**NAME (Signature)**
Intro	**Math**	**Reading**	**ESL**	

NOTE: This form must be kept on site to verify that training occurred.

MISSOURI ADULT EDUCATION AND LITERACY

Request for Tutor Certificate and/or Tutor ID Number

Date:	**Program:**			
The volunteers indicated below have completed the Tutor Training Modules which are checked and are therefore entitled to a Volunteer Tutor Certificate for the checked areas. Please assign a tutor ID Number and issue a Volunteer Tutor Certificate.				
Tutor Name	Intro	Math	Reading	ESL

_____ _____

Literacy Coordinator Signature AEL Director Signature

NOTE: Sign-in Form(s) must be kept on site to verify that training occurred. They do NOT need to be submitted with this form to DESE.

MISSOURI ADULT EDUCATION AND LITERACY

Literacy Coordinator Certificate Application Form

Literacy Coordinator and AEL Program		
Name (Last, First, MI)	Social Security Number	Work Phone Number
Program Name		
The Literacy Coordinator named above has: Completed all four (4) of the required Volunteer Tutor Training Modules plus the Literacy Coordinator Training Module. Please issue a Literacy Coordinator Certificate. NOTE: The evaluation form must accompany this application		
Please list information related to each training below		
Module Name	Date of Completion	Signature of Instructor
Introductory Training Module		
Reading Training Module		
Mathematics Training Module		
ESL Training Module		
Literacy Coordinator Training		

_____ _____

Literacy Coordinator Signature Date

_____ _____

AEL Director Signature Date

MISSOURI ADULT EDUCATION AND LITERACY

Volunteer Tutor Trainer Certificate Application Form

Literacy Coordinator and AEL Program		
Name (Last, First, MI)	Social Security Number	Work Phone Number
Program Name		

The Literacy Coordinator named above has:

Completed all four (4) of the required Volunteer Tutor Training Modules plus the Literacy Coordinator Training Module and has planned and conducted three (3) volunteer tutor trainings independently or jointly with an experienced Literacy Coordinator. At least (1) of those trainings must have been conducted jointly with, and evaluated by, an experienced Literacy Coordinator. Please issue a Volunteer Tutor Trainer Certificate.

NOTE: The Evaluation form must accompany this application

Training History: Please list information related to each training below		
Date Training Was Conducted	Number of Volunteers Trained	Other Trainer's Name

_____ _____

Literacy Coordinator Signature Date

_____ _____

AEL Director Signature Date

MISSOURI ADULT EDUCATION AND LITERACY

Application for Master Volunteer Tutor Trainer Certificate

Note: The person/persons listed below qualify for a Master Volunteer Trainer Certificate because they have conducted seven (7) Volunteer Tutor Trainings as a lead trainer in addition to the three (3) trainings required for the Volunteer Tutor Certificate requirement. As a result, I am requesting a Master Volunteer Tutor Trainer Certificate be awarded to them from the Department of Elementary and Secondary Education.

Name:	Tutor ID#

_____ _____

AEL Director Signature Date

BIBLIOGRAPHY/RESOURCES

1. Tutor – A Collaborative Approach to Literacy Instruction, Seventh Edition (Available from New Readers Press, ISBN 3362).

2. Teaching Adults – A Literacy Resource Book (Available from New Readers Press, ISBN 1-56240-039-6).

3. Teaching Adults – An ESL Resource Book (Available from New Readers Press, ISBN 1-56420-130-9).

4. Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers, 2nd Edition. Rosemary Caffarella. Jossey-Bass, 2002.